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ABSTRACT

This classification index was compiled for the purpose of providing educators, researchers, and students with a vehicle for quick accessibility to the diversified information appearing in "The Reading Teacher" from 1967 to 1978. The titles of articles in the index have been organized into 15 major categories and 37 subcategories, derived through a subjective classification system. The major categories are (1) reading in general, (2) reading in other countries, (3) correlates of reading, (4) beginning reading, (5) reading programs, (6) reading personnel, (7) reading skills, (8) instructional methods and activities, (9) reading in the content area, (10) reading materials, (11) diagnosis and remediation, (12) disadvantaged/minorities/dialects, (13) English as a second language, (14) atypical learners, and (15) tests and testing. Titles under each category and subcategory are arranged alphabetically according to author. (HOD)

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The Reading Teacher:

A Cumulative Classification Index

Volumes 21-31 (1967-1978)

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Introduction

This classification index was compiled for the principle purpose of providing teachers, educators, researchers and students with a vehicle for quick accessibility to the vast quantity of diversified information which has appeared in The Reading Teacher over the past decade (1967-1978).

It should be noted that the titles of articles appearing herein have been organized into 15 major categories, and 37 sub-categories, derived empirically through a subjective classification system.

Major categories are found under Arabic numerals 01 to 15; sub-categories are identified through use of consecutive decimals within a category. Titles of articles under each category and sub-category are arranged alphabetically according to author. An author index has also been included to lend further assistance to the user.

In summary, the organization of this material is intended to facilitate entry into information through the use of: 1. Category or sub-category headings, 2. Author or co-author index, and 3. Table of contents which identifies both broad and narrow categories.

It is hoped that this classification system will provide added assistance to the growing number of educators, teachers, researchers, and students who find themselves caught up in the struggle to keep abreast with our modern day plethora of published materials.

Betty Horodezky

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